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THE DURHAM EDUCATION IMPROVEMENT PROGRAM 1966-1967.

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DISADVANTAGED CHILDREN CAN BE HELPED BY WARM, UNDERSTANDING TEACHERS WHO PROVIDE A STRUCTURED ENVIRONMENT OF CONCRETE EXPERIENCES WHICH INVITE EXPLORATION, LANGUAGE, AND THOUGHT. THIS IS THE HYPOTHESIS ADVANCED BY THE EDUCATIONAL IMPROVEMENT PROGRAM (EIP) DURING ITS SECOND YEAR OF OPERATION. EIP HAD DEVELOPED EDUCATIONAL AND EXPERIMENTAL PROJECTS WHICH INCLUDE YOUNGSTERS FROM BIRTH THROUGH JUNIOR HIGH AGE. THE INFANT PROJECT IS A SCIENTIFIC STUDY OF THE DEVELOPMENT OF 32 BABIES. OTHER PROJECTS INCLUDE UNGRADED CLASSROOMS, TEAM TEACHING SITUATIONS, COOPERATIVE TEACHING ARRANGEMENTS, AND THE ESTABLISHMENT OF AN INSTRUCTIONAL MATERIALS CENTER. THE EIP-YOUTH PROJECT WAS DESIGNED TO--(1) PROVIDE AN OPPORTUNITY FOR GROUP IDENTIFICATION AND EXPERIENCES FOR TEENAGERS, (2) HELP TEENAGERS GAIN A NEW AWARENESS OF WHO THEY ARE AND WHAT THEY WANT TO BECOME, AND (3) ENHANCE THEIR SELF-IMAGES BY INCREASING SKILLS IN THE CONSTRUCTIVE USE OF LEISURE TIME. A HEALTH PROGRAM HAS BEEN DEVELOPED TO PROVIDE HEALTH SERVICES FOR THE STUDENT POPULATION AND HEALTH EDUCATION FOR PARENTS. THIS REPORT INCLUDES CHARTS SHOWING CHARACTERISTICS OF EIP CHILDREN AND THEIR FAMILIES. (ES)

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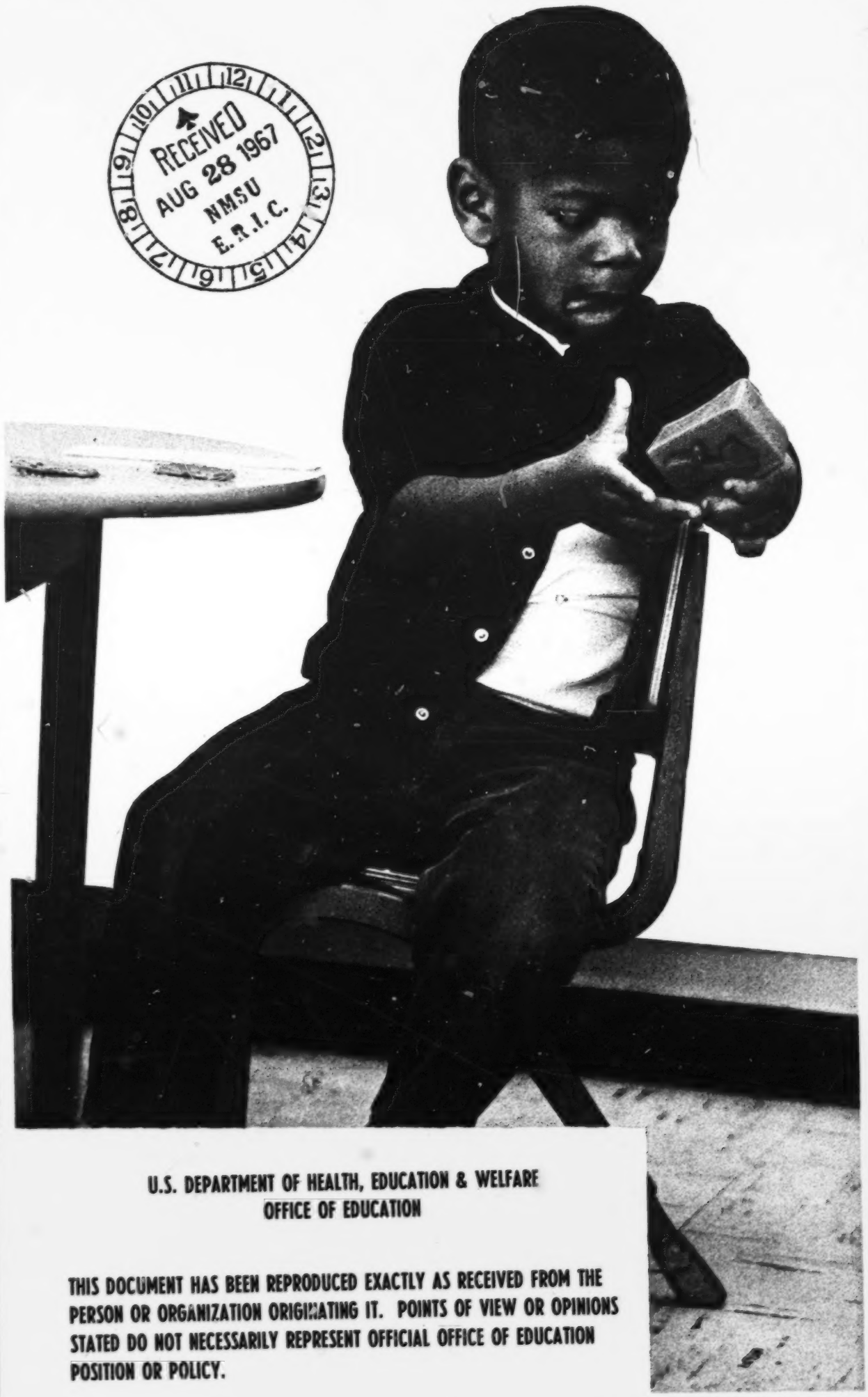

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THE DURHAM EDUCATION IMPROVEMENT PROGRAM

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North Carolina College
Durham City Schools
Durham County Schools
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"First, schools are meant for children, for their development, for their growth, for their pleasures.

"Second, the development of children takes place in a transaction or interaction between student and teacher, around certain materials and experiences that may collectively be called the curriculum.

"It follows from these two simple guides that the success or failure of education is to be measured by what happens to children in this transaction.

"Third, if children fail to develop and grow as we reasonably expect that they should, the shortcomings or errors are to be sought in the structure of the system and not in the innards of the children." MELVIN TUMIN, *Princeton University*

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Robert L. Spaulding, Director

They Need Not Be Lost

Normal children can be made to appear mentally deficient if they are raised in closets or deprived of social interaction. If they remain thus restricted for several years, they will, in fact, become permanently disabled intellectually.

The children of America's poor have, figuratively, been closeted and cut off from experiences which permit the development of the specific intellectual skills and concepts valued in the public schools. By comparison with their more fortunate counterparts in middle class America they frequently appear retarded. Through the passage of time and repeated failure in school many of these children realize a permanent disability.

The Durham EIP is predicated on the assumption that these children need not be lost to America; that they need not experience failure after failure in a system of schooling devised for a past generation in a far different social context. If intelligence is, in part, a function of the quality of a child's experience, then an environment appropriate to the developmental needs of poverty's children will enhance intellectual and academic performance. The Durham EIP seeks to transform the school environment to suit these developmental needs of disadvantaged children.

EIP has taken the position that the most powerful force for promoting change in the school setting is the warm, personal attention of the teacher. The second most important feature of EIP's classes is the presentation of structured, concrete environments which invite exploration, language, and thought. By the appropriate use of adult attention, the withholding of attention, and the proper pacing and sequencing of concrete experiences, it is hypothesized disadvantaged children will develop the social and intellectual characteristics valued in modern, technological America.

EIP is concerned with these questions:

- How early must intervention begin?
- How long must it continue?
- What types of curricula are most fruitful?
- What specific materials are required?
- What kind of teacher training is necessary?
- What new administrative systems are needed?

Once these questions are partly answered, EIP can turn to field extension and testing and, eventually, to dissemination of specific, fruitful techniques and practices.

This is the Durham EIP's second annual report. It describes our current programming and our immediate plans. Our third year is just beginning. We hope to consolidate the progress of the first two years and examine the results of initial programming. A second report will be issued this summer (1967) outlining in detail the results of research now completed. Additional reports of single studies will be issued from time to time. Readers are invited to write to the Durham EIP Information Office, Mutual Plaza, Durham, North Carolina, 27701, for listings of available reports.

We are grateful for the support we have received from the Durham city and county schools and the wider community. We look forward to a profitable third year for the children and their EIP friends and teachers.

INFANT PROJECT

Giant Steps Mark First Year

by Maurine LaBarre
Research Social Worker

Larry is one of 36 babies in the EIP Infant Evaluation Project. Like the others, he was selected from the daily log of deliveries at Duke Hospital during seven months of late 1965 and early 1966 because he met the criteria for the Project:

- He was a normal, healthy infant at birth.
- His father and mother maintained a home together.
- He lived in one of the target areas in which EIP operates.
- His mother was interested in well-baby care and eager to take advantage of the Project for her baby.

Free, regular pediatric examinations and immunizations were practical advantages to his family. Mother was pleased that her baby was chosen and that she could contribute to a scientific study of how babies develop. During the 18 months that Larry has been enrolled in the Project, his mother has brought him promptly and faithfully for every appointment, even though she must walk a mile, carrying the baby, to reach the nearest bus line.

In a longitudinal study of child development, the problem of sustaining interest and participation of the selected population is a major one. Inevitable attrition through illness, change of residence, and waning cooperation constitutes serious loss of invested time and diminution of the projected number of completed case studies. For this reason one of the recruitment criteria for this Project is that infants come from intact families. Project families represent a stable working class group. Many have lived in the area for two or more generations; most of the fathers are steady workers and devoted family men.

Attrition Is Low

Although efforts were made to determine the plans of the families for remaining in the community, four of the original 36 babies recruited were lost when families moved from the area because of parental illness, change of employment, or financial problems. The mothers of the remaining 32 babies have, with very few exceptions, been regular in keeping scheduled appointments.

Practical incentives offered by the Project include prompt examinations (arranged to protect the baby from becoming fatigued and sound-sated); periodic visits by the social worker, especially in times of crisis or illness; courtesy copies of Polaroid photos taken at each evaluation; and the gratification mothers receive from the research team's warm interest in the baby. During the first 18 months of the Project, 222 evaluations were made; 107 additional ones will be completed by the time all of the infants have reached their second birthdays.

Larry's parents like a "big" family. They married young, when mother was seventeen and father twenty-

two, and had five children within seven years. During the next few years, mother suffered a miscarriage and an ectopic pregnancy. Convinced she would not have more children, she gave away accumulated baby clothes and equipment. Larry was "a bonus—a surprise," which delighted his brothers and sisters as well as his parents.

The kinship group gathered clothes and a bassinet. Mother "felt as if she was having a first baby again," and enjoyed breast feeding Larry on a self-demand schedule (as she had her other babies) to their mutual satisfaction.

Father believes mother should be at home caring for her own children so mother has worked only occasionally outside the home—not at all since Larry's birth. The home visitor and the public health nurse were impressed with the cleanliness and orderliness of the family home and the excellent care and affectionate attention given the baby.

Mother expressed dismay at the appearance of some of the babies brought to well-baby clinic. "If I had only one shirt and diaper for him," she said, "I would wash and dry them at night so they would be clean, and he would be nice when I took him to the clinic."

Takes Two to Raise a Family

"It takes two to pull together to raise a family." This was mother's thoughtful reply when asked how the family managed so well on a limited income (below the poverty line for the family's size). Both parents were born to farm families. Mother's father died when she was a girl, and her mother "had a hard time making do, but kept a decent house and raised her children right." Larry's mother left school in the eighth grade to help out at home. Father went to the tenth grade then left to earn his way. He has worked for seventeen years as a helper in a warehouse and has a record as a steady, reliable worker.

"He's a good family man," says mother, "and he don't drink. A lot of families you see, the man starts to drink and fight and waste his money. It's hard to manage sometimes," mother admitted. "You just get shoes for one and another needs something. One of the boys said, 'Mama, I can't wear these old britches to school.' I says to him, 'Didn't you see those college boys wearing faded britches? They not studying about their britches; they study about their education.' "

Another important factor that has enabled this family to maintain its standards in child rearing has been help from the kinship group. Father's father was a carpenter and built a small, neat four-room frame house in the country adjacent to a small community.

The house has electricity but no well or plumbing, and an outdoor privy is used. Every drop of water used for cooking, bathing, washing, and scrubbing must be carried from a neighbor's well, and "the water seems to go faster when you have to carry it."

Utilities Coming

Since this section of the county was recently annexed to the city, the family hopes that water and sewer lines will come and that they can look forward to running water and a bathroom.

A large kitchen serves as the family gathering place, where "we cook and iron and eat and sing, and the children do their homework." The front bedroom also contains chairs and a TV. All the rooms are crowded with essential furniture but are neatly kept. Clean curtains, bedspreads, and pictures add color and cheer.

In this little house, father and his older siblings were raised, and when father married, he brought his wife into the parental home. The older woman went out to work while Larry's mother kept the house. "We were pretty crowded," mother recalls. "We had a trundle bed and a crib in our bedroom, and my mother-in-law kept one of the children in her room, so we managed. My mother-in-law was a big help with the children, and we gets along fine together." Four years ago the grandparents moved

to a small farm, and Larry's parents pay a modest rent for the house. Larry's brothers share one bedroom, and his sisters and his parents have the others.

Father usually spends Saturday helping his father on the farm, and the relatives share garden produce and help with clothing for the children. An aunt lives in the neighborhood, and the kinship group are all members of the same country church.

Larry's family has been fortunate to have good health, with no serious illness, accidents, or operations except for mother's obstetric history. As frequently happens in such families, teeth, especially mother's, have suffered from lack of regular dental care.

Mother Is Competent

Mother's competence in housekeeping and management characterizes her childrearing methods, too. Warmth, affection, reasonableness, firm standards, a spirit of cheerful good nature, gentle persuasion, and discipline are apparent in the way she relates to Larry and to the other children.

"I learned it from my mother, and my mother-in-law and aunties help me too," she says. "My mother was right tight with her children. My father-in-law was in public work, so my husband gives his mama the credit for his upbringing; she kept as tight a rein on her boys as most people do with girls."

"Of course in the old days there wasn't much of anywhere for young folks to go, like there is nowadays. I think the young people need to get out some; but they tell us where they are going, and they know when they are expected to be home. We don't let them run around just anywhere."

"I switches them sometimes when they're little; I think it helps them learn. Of course with the big ones, you can't do anything but talk, but I teaches my children to be mannerable and respectful; I tells them no one wants hateful children about."

"I tell my girls about the fifteen and sixteen-year-old unmarried girls with babies I see at the clinics; it's pitiful. I tell them that girls who do that don't care nothin' about themselves, and the boys don't care nothin' about them either. Boys want to marry girls that respect themselves. They're all good children; I don't have any trouble with them."

In addition to her maternal feeling and fund of country wisdom, mother quietly observes and uses suggestions from PTA meetings, the public health nurse, the Infant Project evaluators and the social worker. Now her oldest children are bringing new ideas home from school.

Larry's family exemplifies the strength, resources, and adaptability of the stable, self-supporting working class family. Such families may be restricted to unskilled work by lack of education or special training or by race, and thus must live below or near the poverty line.

It's strengths lie in the following dimensions:

- The parents are united in family feeling and devotion to their children.
- Father has had a steady work history, a combination of diligence and responsibility on his part, and continued need has existed for workers of his caliber.
- Good health has been present, perhaps due to a combination of constitutional factors, healthful daily regimes, and good fortune. (However, illness or accidents, along with vicissitudes of business or technological changes, may threaten the precarious economic security of workers who cannot accumulate savings or other resources to tide them over crises.)
- Close kinship ties and family patterns of mutual aid ease the strain of bringing up children and managing on a limited budget.
- Church membership may provide group ego support and social contacts as well as religious and ethical nurturance for the family.
- Ego strength, the capacity to adapt to limited circumstances and "make do" with minimal income by careful, competent management, resilience, and the satisfactions of family life provide the essential foundation for stable family life.

Many working class families, although self-supporting and adaptive by necessity, do not possess the strengths and inner resources of Larry's family. Frustration and discouragement over limited job and wage opportunities embitter many men, especially when many children make it increasingly impossible for the father to fulfill his responsibilities. Some men are overwhelmed by the hopeless struggle. Some drink and fight and waste their money, as Larry's mother observes. Some give up and desert their families. Some supplement father's inadequate earnings by mother's employment, and the children are cared for, if the family is fortunate, by competent relatives or by a succession of hired "baby-sitters" who vary in their methods of child care and responsibility. Some parents have themselves been so deprived and discouraged that they feel alienated from community life and are unable to respond to new programs aimed at breaking the poverty cycle.

But always there are those who labor patiently and

ponsive baby; he responded extremely well to the vis- items. Although he did not demand attention, he ac- ted it by smiling and cooing. His mother was very quiet ugh warm and friendly during testing. She seems very d of the baby and quite interested in his responses. e told the examiner she thought it was time she bought a rattle after observing the way the examiner gave test item." At six months it was noted: "He responds re to social approaches than to test items. He showed me persistence in completing a task. Sat up alone for rly long periods."

At nine months, his attractiveness, sociability, and hap- ess were again noted. The observer wrote, "His mother ems to be very interested in the baby, to love him very ch, and to be proud of him. She seemed eager to have n make the successful and 'correct' response, and care s taken to deter the mother's prompting and aid. Larry's achment to his mother is marked. He refuses to be uched by strangers although he responded well to social proaches and to test procedures. Even at the end of e test period when many friendly overtures had been rought, he went into screams when the examiner tried hold him. Mother says the boy won't let anyone else cept the family touch him and doesn't approach strang- s. He had been up for four hours before this test and as very tired. This made him cross and uncooperative art of the time and probably increased his dependency n his mother."

Once Larry Fusses

At the twelfth month evaluation, the examiner noted: Today we had a look at Larry's other side. He has been l this week and is still fussy and cross and so wasn't his sual cooperative self. He showed signs of a stubborn emper and frequently threw the toys and refused the ems. Still he was playful and friendly and played with he toys his own way. He seems very well coordinated nd talks well for his age. He was happy as long as he sat n his mother's lap but would not separate even to sit in he high chair. Despite his crossness at times, he radiates appiness and was very responsive socially."

At fifteen months the evaluator noted that "Larry came into the clinic extremely apprehensive. He had been here recently for treatment of an ear infection and seems to remember that doctors are here. It took work to get him to trust us and play." The observer noted that "he was a delightful baby to observe. He enjoyed the give and take with the examiner and smiled brightly at new test items. He performed very well and easily and smoothly accomplished items."

Each time the examiners also noted the friendly, comfortable manner of the mother, her warmth with the baby, her interest and pride in him. This unsophisticated woman seems to have innate security and trust, quietly cooperates, observes testing with interest, and utilizes cues in adding to her own child-care methods.

The Infant Project is non-interventive, and care is taken not to instruct or try to modify the mother's own child-care methods. However, the testing situation itself and the friendliness and enthusiasm of the personnel inevitably influence the mothers. In home visits the social worker observed that while this mother seemed comfortable and secure in her methods and ideas of child care, she asked for the visitor's opinion and suggestions and read between the lines. For example, when Larry was a

year old, mother rather shamefacedly admitted she was still nursing him.

Child's Independence Encouraged

The social worker remarked that mother had given Larry a fine start and should be proud of how well she had cared for him and of what a friendly, alert, responsive baby he was, at the same time pointing out that now that he was a year old, he would be ready for new steps and more independence. At the next visit mother mentioned that she had weaned Larry, and he was drinking well from a cup and a bottle. Permission had been given by mother for Larry to be photographed by EIP when he was a year old. Many candid photos were taken and the family was given some enlargements.

A home visit was made in April to discuss with the family the possibility of including a story about Larry and his family in this report. Mother was proud of the attention given her handsome little son. Although Larry had been unwilling to be touched by the examiner during testing, he seemed to feel more secure at home. He flirted with the visitor. When she asked if she might lift him to see how big and strong he was, he agreed and sat happily on her lap.

He then went to the kitchen to fetch a broom to show how he swept the floor. Mother said, "My auntie told me to praise him when he does like that so he'll be smart and learn to help."

Mother has been caring for a two-year-old nephew while his mother works, and the two little boys compete for attention and toys. The toddlers like to play outdoors and dig in the dirt in front of the house.

Asked if she had considered the possibility of Larry going to nursery school, mother said she thought that would be good, "so he would get more used to other people and not hang so close on me." When told the program was considering a nursery group for some of our Infant Project babies for next fall, Mother figured that Larry would not be quite two years old. She said that was "pretty young."

Larry's older sister said firmly, "Now, mama, you know it would be good for Larry. He would become more independent. Nowadays lots of little children go to nursery school and learn a lot before they ever start regular school. If they think it would be good for Larry, you ought to let him go."

Mother agreed "to study on it."

At the next visit, she said she had talked with her husband, and he thought it would be fine for Larry to go to our nursery school.

We are confident that the development of this alert, responsive, and charming little boy will be enhanced by the special educational opportunity the EIP nursery, kindergarten, and ungraded primary classes will provide, and that he will contribute well to the spirit of the group and socialization of the other children.

Curricular innovations of the Durham Education Improvement Program fall into two major areas:

- Development of materials designed specifically to help children overcome past environmental deficits.
- Systematic introduction of materials and techniques already evaluated as effective means of teaching disadvantaged children.

Nicholas Anastasiow
Program Director

Curricula Stress Individual Growth

Changes have occurred on many levels in education during the past decade. For a variety of reasons—two of which are lack of economic support and sufficient supply of trained professionals—many of these innovations have not yet been introduced regularly into classrooms in poverty areas.

The explosion of knowledge has made obsolete many materials and instructional practices commonly used with the disadvantaged. Science offers a fine example of this fact. Man's information about the world, space, geography, and the nature of his internal processes has changed rapidly. Up-to-date materials (and teachers trained in their use) must be secured if children are not to be limited in their educational opportunity.

In many primary classrooms serving the poor, the major instructional emphases are upon specific reading and language arts skills, almost to the exclusion of other curricular areas. In these schools inordinate amounts of time are frequently spent stressing basal reading vocabulary and decoding skills, with relatively little time allotted to the development of comprehension.

Children Develop in Diversity

The Durham EIP is extending the teaching of social studies, science, art, and music in its classrooms because it is felt children best attain reading and language arts skills through a variety of transactions with the teacher and opportunities to use developing skills in diverse settings.

We believe the key to a child's success in school lies in his ability to understand, make inferences, and evaluate what is read. These facets of comprehension are best enhanced in a school program which provides a wide base of experience in *many* subject areas.

EIP children are encouraged to gain early independence in guiding their own learning. In science instruction, nationally a major shift has occurred toward that direction. Current practice stresses the underlying processes of science, rather than knowledge of science facts. Teaching children how to observe, measure, classify, and use a problem-solving approach are major emphases of the modern science curriculum. EIP teachers are being trained in this newer approach, which prepares children to deal with current information, and provides them with skills to deal with information not yet discovered.

TV Trains Teachers

EIP teachers are being trained in the use of curricular guides and materials comprising a classroom program which integrates the total language development of the child. Emphasized are opportunities for listening, speaking, writing, reading, discussing, and thinking in a wide variety of contexts relating to reading, spelling, social science, geography, physical science, and health.

The use of audio-visual aids to enhance learning is a well established, accepted teaching procedure. Now used in EIP are tape recorders, overhead projectors, and language masters.

Television is used in EIP teacher training. A teacher, with the assistance of a research technician, is able to view his lessons and analyze his effectiveness in relation to stated

goals. Demonstration lessons are taped and shown to large groups of teachers for instructional purposes.

Nothing in recent years has had a more pronounced impact upon American education than the reorganization of subject matter. Modern mathematics is an outstanding example. New mathematics is a combination of old mathematics and arithmetic, with mathematical concepts introduced at a much earlier level, in more depth, and with greater breadth than previously.

EIP's science program, as mentioned earlier, emphasizes inquiry and discovery processes. Its reading programs emphasize linguistics. In all of these major curricular revisions, the scientist and the teacher have worked cooperatively to reorganize subject materials into units of instruction emphasizing understanding, rather than memorization of isolated bits of information.

EIP Has Ungraded Classrooms

Among the materials now being used are the *Sullivan Programmed Reading Material* and *Words In Color*. The *SRA Linguistic Reading Program* and a newer *Conceptual Linguistic Reading Program* also will be tried in the coming year. Patrick Suppes' *Sets and Numbers* is the base of our mathematics program, supplemented with Cuisenaire Rods. Both appear useful with Durham's poverty children.

An elusive but highly desirable educational goal is individualized instruction. In practice, this requires ungrading the curriculum—an extremely difficult feat in a self-contained classroom. Attempts to achieve individualized instruction have led to organization of teaching personnel into teams, cooperative teaching arrangements, and the so-called ungraded school.

These staffing reorganizations represent an attempt to provide small group and individualized instruction at each child's current level of performance. They also represent an attempt to capitalize on the particular strengths of each teacher and utilize these strengths for optimal pupil growth. The availability of more than one teacher per class enables each team to provide for a greater number of small instructional groups, to accommodate children who grow more slowly than average, and stimulate the child who grows more rapidly. The removal of uniform grade level programming in EIP is expected to allow specialized instruction leading all children to succeed at higher levels.

There is overwhelming evidence that the common practice of retention for failure to meet grade level requirement leads in the majority of cases to further failure. In contrast, teaching a child at his own level not only leads to current success but often allows him to accelerate his learning rate and "catch-up" in later grades.

EIP's primary goal is to take children as rapidly and as far as they can go with success and emotional security, regardless of their predicted potential. It seems a major social and economic waste to treat all children as if their rate of growth and intellectual potential are the same at any given age.

Teachers Share Responsibilities

In each EIP classroom, teams of teachers work together, sharing in the planning, instruction, and evaluation of each child's growth. At times these teachers specialize and provide large group instruction in a particular subject area. However, generally speaking, each shares instructional responsibility in all curriculum areas, teaching small groups of children according to their current levels of achievement.

We anticipate that this broadened approach may result in our primary students not performing on standardized achievement tests as well the first year as those children who were taught basal reading skills several hours daily. However, at the end of three years of a curriculum empha-

sizing the total development of each child's language, social, and cognitive skills, we predict these students will achieve at a significantly higher level than a local poverty control group and substantially the same as children in national norming samples.

It is Jerome Bruner's premise—and one with which we agree—that the child's cognitive growth is developed by processes internalizing the ways of acting, imaging, and symbolizing that exist in his culture. The child's internal systems are developed and sustained through his interactions with the environment. Poverty children, we believe, have lacked the stimulation necessary to move them from early stages of learning (largely based on motor response patterns) to higher order, verbal symbol systems.

As Jean Piaget has indicated, the child, usually around the age of two years, begins to use verbal symbols representing objects and events in the environment. The child's verbal system is developed and enhanced by opportunities to explore the environment, both in a physical sense (dealing with concrete things) and in a cognitive sense (thinking about and inquiring into the nature of his world).

Thus, language development appears to have at least three major components: first, learning the names for things, objects, and actions (vocabulary development); second, learning verbal concepts at ascending levels of abstraction (i.e., dog, pet, animal, mammal); third, developing thinking strategies using verbal concepts to solve problems and deal successfully with complex learning.

The major learning task for a preschool child is mastery of a verbal symbol system with appropriate syntax and grammar. He must be able to draw analogies of what he says (or what others say) with printed words.

To be successful in reading, a child, at some stage in his development, must analyze his own speech production system. That is, he must be able to recognize patterns within his own speech and discriminate similar patterns in the speech of others.

Children in EIP are led to experience objects and events directly and, thereby, learn the verbal symbols that stand for objects, as well as an understanding of concepts. Experiences are provided to evoke concepts at ascending levels of abstraction. Field trips, block play, music and art activities, and direct language lessons facilitate this acquisition. At each stage the teachers encourage inductive processes, permitting the children to develop the cognitive strategies which we believe are the major components of functional thought.

Major emphases are given to physical development, social group skills, and positive self concepts. Strengths in each area, we feel, interact with cognitive development. Direct instruction is used to develop such concepts as up, down, left, right, high, low, round, square, and triangle; but each lesson involves a context where the child responds through active physical or verbal representations of the concepts.

We are borrowing heavily from the work of speech and language specialists in developing a sequence of experiences beginning with vowels or consonants in initial position and extending to more complex patterns of sound blends and sounds in medial and final positions. In the coming year we expect to test a program of experiences sequenced for preschool and primary children.

Our approach draws from several disciplines for verbal and non-verbal problem-solving activities, relating these to the child's play and exploratory activities with toys and tools.

The EIP classrooms enroll children at preschool and primary levels. Classes of two, three, and four year olds are each taught by two qualified teachers and a teacher aide. In some of our kindergartens and primaries a third teacher is available. The third teacher was employed with a view toward expansion of the program in the coming year.

One classroom at Pearson School is located in a prefabricated unit with easy access to a play yard with swings, slide, and climbing equipment. The EIP rooms inside the Pearson School building are converted elementary school classrooms. Children from these classes share the playground mentioned above.

Two sessions of kindergarten and an all-day ungraded primary are conducted at Southside School, EIP's demonstration facility. The rooms were adapted from former graded classrooms and are smaller than conventional kindergartens and modern ungraded classrooms. Another primary class is held at Lakeview School in Durham County.

In the two ungraded first-year primaries, regular city and county teachers are cooperating with the Education Improvement Program. Other teachers are hired by EIP.

BIRDS

Preschool children are bussed to the schools from the target areas and attend either a morning or afternoon session of three hours. Lunch is served by school cafeteria personnel and each family contributes to the cost of the lunch. We emphasize parental responsibility as an educational influence and, therefore, request that parents provide lunch support whenever possible.

Specialists Consult Daily

A speech and language consultant is available to all classes. She provides speech therapy for children with marked defects and prepares sample lessons for the general language development of all children.

A reading consultant obtains appropriate instructional materials and works directly with teachers in improving their reading programs. Approximately 265 separate titles of children's books have been purchased to supplement the developmental reading program. Books to be read to children and professional books for teachers also have been purchased. The library now lists approximately 1,500 volumes. In addition, the reading consultant has prepared a series of language development lessons for the kindergarten and ungraded primaries. A mathematics specialist has assisted primary teachers in implementing the mathematics program.

In each curricular area, in-service education has been provided through direct contact with the consultants on an individual basis or in group meetings. A part time art consultant held four in-service meetings with the total teaching staff, exploring the potential uses of a variety of art media.

Other group sessions included a science in-service meeting (emphasizing an inquiry approach), language development seminars, a kindergarten workshop, and general curriculum orientation meetings. During the summer of 1967 workshops in language teaching, team teaching, and ungraded programming will help prepare the teaching staff for the third year of the project.

An *Instructional Materials Center* houses the artifacts, books, instructional aids, and devices used by the classroom teachers. The Instructional Materials Center director holds workshops from time to time, preparing teachers in the use of audio-visual equipment and aids.

MODIFICATION OF EIP PHASING PLAN

School	Southside	Lakeview	Pearson	Edgemont	Total No. Of Class
Program Year					
I	5*	5	2		3
II	6 5	6 3	3 4	2 5	8
III	7 6 2	7 4	4 5	3 6	9
IV	8 7 3 4	8 5	5 6	4 7	10
V	8 4 5	6	6 7	5 8	8

*Columns represent cohort groups. Start ages and ages at each year of the project are indicated in Arabic numerals.

Tools Teach Concepts

A specialist in *Tool Technology* has been employed to identify construction material, plan appropriate educational experiences, and assist teachers in using tools as part of the regular classroom program. In cooperation with the Tool Technology Project of the Southern Association of Colleges and Schools, tools of many varieties have been obtained and introduced at all teaching levels. An attempt is made to integrate the use of the tools with the preschool and ungraded primary curricula.

For example, in conjunction with a study on the home and community in the Lakeview first-year ungraded primary, a child-size house was designed and constructed within the classroom. Planning involved the total class. With the help of the blackboard and measuring tape a blue print was drawn, colors were selected, and a list of necessary materials was made. Committees were organized to undertake various related functions, such as picking up the materials, sewing the curtains, building the furnishings, and handling the landscaping.

Actual construction was performed by all of the children operating in small groups on a rotating schedule. An hour to an hour and a half daily was spent by groups of up to six children. With the help of the instructor, a plan was established before the work began. Each day, following completion and clean-up, the group evaluated their work. The house was designed in a prefabricated fashion so that each group was able to complete a particular section. The roof was constructed separately and then hoisted into position. Where possible, "real" materials were used (e.g., wood shingles). Corrugated cardboard was cut into strips and applied to resemble actual siding. Every effort was made to build the house in a manner similar to an actual home. Practical problems (e.g., shingles falling off) were met with practical solutions (e.g., climbing up to "repair" the roof). Construction took about six weeks and painting another two. Enthusiasm ran high throughout the entire project.

Howard Lee, Director

EIP-YOUTH

Initial Year Yields Data on Teens

America has been described as a "Nation of Joiners and Participants." While this characteristic accurately describes middle-class America, the inhabitants of the "Other America"—the impoverished—rarely participate in organized programs of any kind. In school the children of the poor do not usually participate in student organizations, clubs, or other extra-curricular activities because they feel unwanted and inferior. Few culturally disadvantaged teenagers are able to respond positively to enrichment programs.

Socio-economic status alone does not indicate a child's potential. Children from poverty families have not been able to respond satisfactorily to traditional programs of education and socialization. Economic and cultural impoverishment imposes special limitations upon children. The impoverished family expends its physical and emotional energy in maintaining a bare existence. Little energy is left over for anything else, and parents lack insight which might make it possible for them to help their children develop fully.

By the time many of poverty's children reach teen age, they are educationally and socially disadvantaged. They have not learned to read or to succeed in the public schools. They comprise the growing pool of dropouts who lack the training which is a point of entry to our mechanized, technological society. Inability to participate in enriching experiences leaves numbers of impoverished youth uninvolved in their communities. Many of them marry young and rapidly produce a new generation of children who mirror the inadequacies of their young and ineffectual parents.

Peer Acceptance Important

Unplanned influences outside the home assume special importance and affect the socialization of the young child in low-income families. The peer group often displaces the family in defining acceptable behavior. Peers become not only "street friends" but role models as well. For many teenagers, the peer group becomes the most significant primary group in their environment.

Leisure time activities for the impoverished consist largely of "hanging out" on street corners and in pool halls. For many adults as well as adolescents, the activities of the peer groups are centered in the life and tempo of the street. Seldom, if ever, are these groups affiliated with established organizations, such as the Boys Club or YM or YWCA. For these teens "recreation" is mainly random movement from one place to another. Long stretches of monotony are broken by gambling and excitement seeking, frequently taking the form of petty thievery and physical aggression.

Poor self-images and low aspiration levels result from the impoverishment of the environment, ineffectual adult models, and alienation from middle-class institutions.

Culturally disadvantaged teenagers tend to view life as unpatterned and unpredictable—a hodgepodge of events

in which they have little part and over which they have no control. The senseless vandalism and impulsive hostility of urban riots highlight the alienation of the impoverished younger generation.

There is a great need for special intervention programs designed to increase the self-esteem and develop the goals of impoverished youth.

The first year of EIP-Youth offered an opportunity to learn the characteristics and needs of deprived early adolescents and to experiment with means of enhancing self-image and group identification.

Seventh Graders Chosen

Forty rising seventh graders were selected. They ranged in age from 11 years to 15 years, were evenly divided on the bases of race and sex, and attended one of two Durham junior high schools. This population was randomly selected from a sample of 105 rising seventh graders identified in a door-to-door survey.

This survey was made in the Edgemont community, a poverty area identified by the local Community Action Program. The survey revealed that nearly all white children would attend Holton Junior High School while nearly all Negro children would attend Whitted Junior High School. Although the public schools operate under a "freedom of choice" policy, the majority of Negroes continue to attend the Negro school.

The social worker made home visits to 40 families to discuss the youth program with parents (usually the mother) and teenagers.

A two-part program was planned, consisting of 1) a class session at school and 2) an after-school program at the EIP-Youth Center. In cooperation with the city schools' superintendent and principals of the two junior high schools, participants' schedules were arranged so that one hour daily was available for an EIP class. An EIP-Youth Center, located in a mid-city office building, consists of one large room for activities and smaller rooms for library, tutoring, and staff offices. Staff included a director, two teacher-counselors (full-time), a social worker (part-time), and a recreation worker (part-time).

At the beginning of the year, the following program goals were set:

- To provide an opportunity for group identification and experiences for teenagers.
- To help teenagers gain a new awareness of who they are and what they want to become.
- To enhance their self-images by increasing skills in the constructive use of leisure time.

Varied Curriculum Evolves

Curriculum for the in-school classes evolved as the

Teenagers used tape recorders to build language skills.

teachers discovered, through group discussions and observation, a variety of problems concerning their students. Audio-visual materials, field trips, dramatization and role playing, visiting speakers, and selected "easy" reading materials were utilized to stimulate interest and discussions, as well as to convey information. Traditional teaching methods were modified to meet the needs of this particular group of adolescents.

The teachers' objectives were: 1) to help each youngster learn *how* to learn, 2) to encourage independent thinking by providing opportunities for individual choice, and 3) to develop group identity and cohesion.

Individual reinforcement, through attention, recognition, and praise, was given for working hard to complete a task, contributing to class discussions, and participating in group activities. Verbal reinforcement rewarded desirable behavior and encouraged the continuation of newly developed attitudes and patterns of behavior. Repeated efforts were made to heighten individual involvement by encouraging group members to express interests, to choose projects, to make plans, and to establish rules.

The curriculum included the following units:

The World of Work: This unit provided information and stimulated realistic consideration of career and occupational choices. Illustrative case stories were used to describe different types of work, the kind of education or training necessary, anticipated wages, and opportunities for promotion. Students voluntarily discussed their fathers' and mothers' jobs and the experiences of relatives and neighbors. Role playing was used to emphasize the appropriate ways of applying for a job and behavior during an interview. Field trips to the state employment office, social security office, and the department of public welfare taught the routine involved in applying for a work permit, registering for employment, and obtaining a social security card. Special emphasis was placed on the problems of school dropouts.

The School and You: This unit was planned to help teenagers better understand the school, school personnel

nd their roles, and themselves in relation to the school nvironment. It included an opportunity to question the rincipal about his job and express their own ideas and elings about the school.

Getting Along with Others: Many youngsters found it fficult to settle conflicts except through physical aggres-on. Alternative ways of settling conflicts were exempli-ed and discussed, using, whenever possible, incidents from eir current lives and the Youth Program.

The Community We Live In: Because group members emonstrated lack of knowledge concerning the commun-y and its agencies, this unit sought to increase under-anding of service facilities. Field trips and discussions bout welfare, health, police, and fire departments, the ildren's museum, and several historical sites were in-uded to stimulate interest and broaden knowledge.

The Family: This unit was planned to increase un-erstanding of individual roles and responsibilities in fam-y living. Case studies were used to illustrate and stimulate scussion about such subjects as "strong" families, "brok-n" families, "sick" families, and "extended" families. ole playing was used to dramatize family relationships nd the pros and cons of independence and responsibility r teenagers.

Consumer Education: This unit focused on budgeting ills and "getting the most for your money." Insurance, xes, borrowing, cash versus credit buying, and saving ere among discussion topics. Practical exercises included le playing, visiting banks and insurance agencies, and viting their representatives to speak to the class. One mework assignment required a survey to determine w many agencies extended credit to teenagers: none ithout parental endorsement!

Group Work Modified

A variety of after-school activities and projects were ied. Some were modifications of traditional group work rograms, others were innovations. These activities were esigned to provide:

- Opportunities for group experience through identification with the center, cooperative efforts, and mutually established rules.
- A wide range of supervised motivational and enrichment activities.
- Supplementary learning experiences.
- Ways to improve each youth's self-concept and level of aspiration and opportunities to develop useful skills in the constructive use of leisure time.

Traditional group work techniques were modified to ustain interest and involvement. It was necessary for the aff to work aggressively with individuals before a common group identity and interest could be attained. Several projects were possible because they were acceptable compromises. Others failed to muster sufficient interest and were discontinued.

Major projects developed were:

Sewing: Discussion of materials, costs, and shopping practices preceded individual shopping experiences. Each girl was given a sum of $3 which she budgeted for all the items necessary to make a dress selected from a pattern book. Many of the girls had never before shopped in a large department store or exercised independent choices in planning, buying, and constructing a garment. Group instruction and individual help were given for each step in using patterns, cutting, assembling, operating sewing machines, and finishing the dresses.

Model Building and Wood-Working: These projects revealed a lack of simple skills in using a hammer, a screw driver, and paint brush. Demonstrations and individual instruction were necessary.

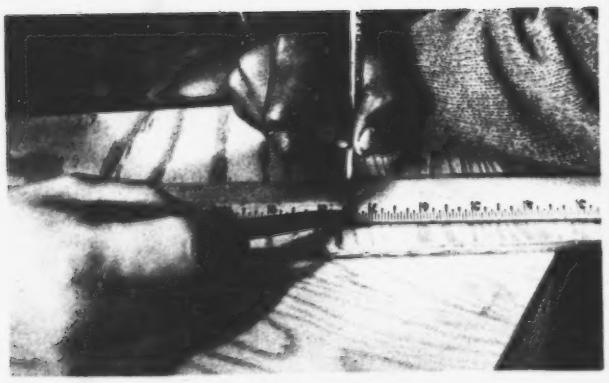
Lending Library: This project was undertaken to encourage interest in books and reading, to provide an environment conducive to study, and to place books in the homes of poverty families. The library was opened in mid-March and now contains approximately 200 books (mostly paperbacks), as well as magazines and comic books. Three-fourths of the books were donated by publishers and distributors. The response of the teenagers to this project was enthusiastic. They elected a librarian who, in turn, appointed a committee to plan card and loan systems.

Newspaper Project ("EIP-Y Speaks"): This project was planned to offer opportunities for self-expression, the development of communication skills, creativity, responsibility, group participation, and recognition. The students chose the name and format for their publication and assigned staff responsibilities. They acquired a working knowledge of elementary principles of newspaper production and management and carried out the processes of reporting, writing, editing, and preparing a layout dummy. The first issue was distributed free of charge for promotional purposes. A charge of five cents per copy was made for other issues.

Several other projects are currently being developed and will constitute major activities planned for 1967-68. They include the following:

Movie Making Project: Boys and girls will use 8mm movie cameras as an aid in studying their environment.

Models Program: The group will identify upwardly mobile people in the community and those characteristics which have helped the models escape from poverty.



Frederica Harrison, Director

SCHOOL SOCIAL SERVICES

Parents Support School Experience

Three major emphases have marked EIP School Social Service Component activities during the past year:

- Provision of services needed to sustain participation of EIP children in the educational program.
- Collection of demographic data in order to increase knowledge of the population and to thereby facilitate program planning.
- Experimentation with parent education programs.

Appropriate opportunities were created for parents to participate in the learning experiences of their children, thereby permitting them to function more efficiently in support of their children's education. Goal determination was based largely upon the Social Service staff's evaluation of the needs, problems, and life styles of EIP families.

The staff was composed of four graduate social workers, a registered nurse functioning as project health coordinator, and a research technician. Areas of social work activity included: research; parent education; school social work; agency collaboration; community organization; recruitment for the EIP Infant Project, ungraded primaries, and youth program; participation in agency forums; public speaking; participation in local, state and national conferences; and facilitation of health services.

Research activities included collection of uniform socio-economic data via questionnaires and observations made by social workers during home visits. These techniques yielded both demographic data and case history information. Data were utilized in regular case study conferences and in frequent consultation programs. The year-long emphasis upon parent involvement created an opportunity to learn more about how low income parents may be motivated toward a closer partnership with the school system. It also afforded parents an opportunity to experience success in an important area of family life. Since providing enriching educational experiences is usually within the parents' power, such activity is potentially ego-supportive.

Parent small group meetings utilizing social group work were a major innovation during the year. Teachers participated by helping parents to understand their children's educational experiences. Considerable time and effort were spent engaging parents in the program; otherwise, attendance would have been negligible. Parent participation was encouraged by numerous letters, telephone calls, and home visits. Parents were helped to understand what to expect at meetings and to "rehearse" questions of concern to them. Transportation was frequently provided.

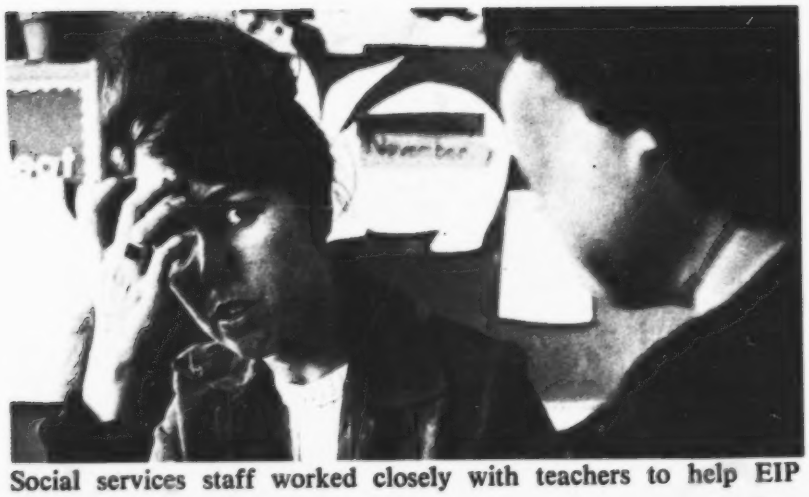
Parents' Work Published

Parent newsletters were prepared by the EIP Information Component. Much information and artwork included in these newsletters originated with parents. For them, preparation of newsletter materials served as a new mode of communication and a participation experience.

A final important factor was the sensitivity of social workers to the individual abilities and needs of parents in the group situation. Parent education meetings focused upon the following subjects: (1) teacher orientation of parents regarding classroom experience and progress reports; (2) discussion of child behavior and discipline; (3) information about the nature of the program and a parent tour; (4) preparation of parent newsletters; (5) an art workshop utilizing children's crafts and art materials; (6) consumer education related to toy selection; (7) health education; (8) combined parent-child recreational activities; and (9) group planning.

Dr. Maeda J. Galinsky of the University of North Carolina School of Social Work provided helpful consultation in the development of group work programs. During the coming year an increased effort will be made to successfully involve that thirty-three percent of parents which were not reached during the past year.

Home instruction was suggested by the special needs of a few individual children. The following is a sketch of one EIP social worker's collaboration with a speech therapist in a special education program at home.



Social services staff worked closely with teachers to help EIP families.

Mothers of EIP students visited "headquarters" at 2010 Campus Drive on the Duke Campus.

Social workers made 900 home visits during the 1966-67 school year.

"As Lois entered the four-year-old class, her many initial handicaps included inadequate clothing, a minimal sense of time, lack of lunch money, and her mother's shyness and immaturity.

"In addition to Lois, there are eleven other children in the family including two sets of twins, aged one and three years. All live in three small, dusty rooms and compete for parental care and attention. The father holds both full-time and part-time jobs, yet earns barely enough to feed his family. For many realistic as well as personal reasons, the parents have much difficulty meeting their children's basic physical and emotional needs. When pressures mount, schoolwork and attendance have lesser priority.

"When Lois entered our class, she was about two years behind her age mates. Her speech was unintelligible to her teachers. She had played only with her siblings and had rarely left the cramped house. She was overwhelmed by classroom activities and the assertiveness of other children for the first few days and retreated to the side, sometimes actually trembling with fear. However, her desire to become involved gradually overcame her timidity. Within two weeks she was saying a few understandable words and learning to use classroom equipment.

"The teacher, the speech therapist, and I decided the most practical effort we could make in behalf of Lois' continuing improvement would be a home-school teaching plan. Our goal was to reinforce and encourage further development of speech concepts. We felt such a plan was within the mother's abilities and would give Lois some consistent practice at home. It might also encourage the parents to pay constructive attention to the speech of the younger children.

Speech Games Played

"The therapist invented a simple card game and a series of four matching games designed to teach speech concepts. These games provided a structured situation requiring Lois' mother to talk to her in a purposeful manner. The therapist and I visited once a week and participated in the games with Lois and her mother. The cards were left with the family, and we encouraged them to play with Lois and the other children between our visits.

"Lois and her mother responded with interest and soon showed progress. As we played the games we talked. She confided that she 'enjoys Lois' being able to talk,' reporting that Lois now tells her about what she did at school and what she had to eat there. She also now goes to the store to make minor purchases. The mother shares in her child's experiences and takes pride in her part in them."

As a demonstration program, EIP provides a unique setting for generic social work treatment. Home visits, individual interviews, group meetings, and the coordination of other community services take into account a range of individual and group characteristics and a spectrum of sociological dynamics. The generic approach seems particularly appropriate for a disadvantaged population whose subsistence and social problems are compounded by intrapersonal and family difficulties.

Traditionally, school social workers provide direct casework counseling services to children in an effort to improve school adjustment. At the Durham Education Improvement Program teachers are trained in behavior modification as well as in the use of special curricular materials. This combination of resources expands the teacher's potential as an effective ally of the social worker.

900 Home Visits Made

Approximately 900 home visits were made by the school social work staff from September 1 through April 30. The social worker's role as a communications link between the project and the home was established at the beginning of the year. Each family was assigned a school social worker. Since the School Social Services Component serves as a major source of contact with EIP families, it provided formal conferences and informal meetings focusing on child rearing and family situations. During the next year additional systematic collections of data will be made in the above areas.

Referrals for social service originated from teachers, parents, and staff evaluation of problems noted during routine home visits. EIP staff social workers planned and coordinated family-centered meetings with personnel from the departments of public welfare and health, Operation Breakthrough, Inc., the public schools, the criminal court, and mental institutions. Meetings frequently involved two agencies; some had multiagency participation.

The following vignette is a fitting conclusion to this report:

> "Mrs. Brown, a young working mother of ten children, active in her church and involved with special projects for her local neighborhood council, needed no traditional casework service. She would contact the social worker when she had time to talk. Home visits were irregular and usually related to an EIP project or group meeting. She was encouraged to use her evident leadership and organizational abilities in these settings.
>
> Social work contacts increased her identification

Edna Watkins coordinated medical services for EIP families.

with helping professions. She began work toward her high school equivalency test and sought teacher or social work aide jobs. Her goals were considered realistic and her efforts were encouraged.

Social work staff involvement with this woman was valuable because she is capable of doing much for her community. When individuals such as Mrs. Brown remain in the community, an increased long-range effectiveness of special programs can be claimed."

Health Program Developed

The Coordinator of Medical Services is responsible for:

- Developing a comprehensive health program for the student population.
- Assisting the teaching staff with specific health problems via regular visits to the classroom.
- Providing health education for parents.

When immunization records from the Duke University Medical Center, the Durham County Department of Public Health, and local pediatricians were compiled, the following statistics were revealed: seventy-nine percent of the student population had completed the series of diphtheria, pertussis, tetanus, and poliomyelitis immunizations; sixty-three percent had been successfully vaccinated for smallpox; sixteen percent had received measles vaccine; ten percent had no record of immunizations.

Student absences for a four-month period were analyzed, using data from attendance records and reports by social workers. This analysis identified the incidence of disease and provided some insight into the types of illness affecting this group. Out of a total of 1,014 absences, 683 were attributed to illness.

Meetings were held with Durham County Health Department and Duke Medical Center personnel in an effort to determine health care facilities available to our population. Information regarding well baby, family planning, and immunization clinics was distributed to EIP families through parent newsletters.

An attempt was made to meet immediate health needs by accepting referrals from EIP teachers and social workers. Problems were explored and evaluated in staff conferences.

Frequently it was expedient to refer families to community agencies for financial assistance. These included the North Carolina State Commission for the Blind, The Crippled Childrens' Section of the State Board of Health, and The Better Health Foundation.

On the basis of health information garnered this year, directions for next year seem likely to include:

- A continuation and expansion of the school screening program.
- A structured program of medical evaluations through a clinic facility or services of a consulting pediatrician.
- A health education program for parents providing (a) materials on nutrition and consumer education, (b) information about preventable and communicable disease immunizations, and (c) guidance for excluding children from school.
- An educational program concerning family planning.

REFERRALS RECEIVED FROM TEACHING STAFF AND SOCIAL WORKERS

Condition	Lakeview 3	Lakeview 6	Southside 5	Southside 6	Edgemont 2	Edgemont 5	Pearson 3	Pearson 4	Total
Behavior Problem						1			1
Eye or Vision		Vision 4		Vision 2*		Estropia 1*		Strabismus 1*	8
Ears			Otitis Media 1						1
Mouth and Teeth			Teeth 7						7
Throat and Tonsils	Strep Throat 1				Enlarged Adenoids 1			Enlarged Adenoids 1	3
Skin and Scalp	Ringworm 2	Impetigo 1			Ringworm 1 Impetigo 2	Ringworm 1		Ringworm 2***	9
Orthopedic					Bilateral** Club Feet 1				1
Other			Asthma 1	Undescended Testes 1 Goiter 1 Abd. pain 1 Measles 1	Abd. Pain 1	Chicken Pox 1 Abd. Pain 1	Foreign Body, ear 1	Seizures 1**	10
									48

TOTAL

*Received treatment sponsored by the Commission for the Blind **Received treatment sponsored by the Crippled Children's Program ***Sponsored by EIP

Donald J. Stedman, Director

SPECIAL STUDIES/EVALUATION

The Two Faces of Research

EIP's Research and Evaluation Component is responsible for initiating special studies, evaluating program and its impact, and interpreting research and evaluation data to Program and Information Components.

To understand the design, operation and administration of the Research Component, it is first necessary to understand EIP's basic stance toward the problems represented by disadvantaged children.

EIP assumes that Durham's disadvantaged youngsters are normal at birth and are potentially normal academic achievers though frequently subjected to conditions which may jeopardize their physical and emotional health. It is further assumed that they adapt to their environment according to the same laws of learning that apply to all children.

Secondly, it is an underlying assumption of both program development and research efforts that adherence to the educative model (as opposed to the therapeutic model) will produce greater increases in social or academic competency than will an attempt to deal indirectly with children through their families.

Third, Durham's disadvantaged children appear to come from environments reinforcing many behaviors not generally rewarded by middle-class families. This "hidden curriculum" of the impoverished home tends to favor peer orientation and adult avoidance. We feel these styles can be observed, measured, and modified in children in social and academic settings.

We assume that the coping behaviors of culturally disadvantaged children are formed early in life. This means that early intervention is not only desirable but *necessary,* if the adaptive and competence skills of the child are to be organized to meet the demands of a middle-class culture.

Such organization requires careful structuring of the physical, social, and psychological environments, which in turn requires special training of teachers. Such teachers eventually become shapers of acceptable and effective social, psychological, and adaptive styles of preschool-aged children.

A final basic assumption is that a program of style modification can be planned which will aid in the development of a continuous process of accommodation and assimilation which will be reflected in the products of intellectual and adaptive activity, as well as in the qualitative aspects of cognitive development.

Evaluation and Special Studies

It was decided early that EIP research would include a combination of external and internal evaluation of ongoing programs as well as initiation of special studies in one or another of four areas of research emphasis.

Less stress is placed upon experimental/control group designs than upon studies of change along some dimension within individuals or small groups. Observation in the learning setting and concern with the learning process have been emphasized more than the learned product.

The task of evaluation is the collection of facts contributing to effective and productive program development and to a better understanding of the educational process considered optimal for this population.

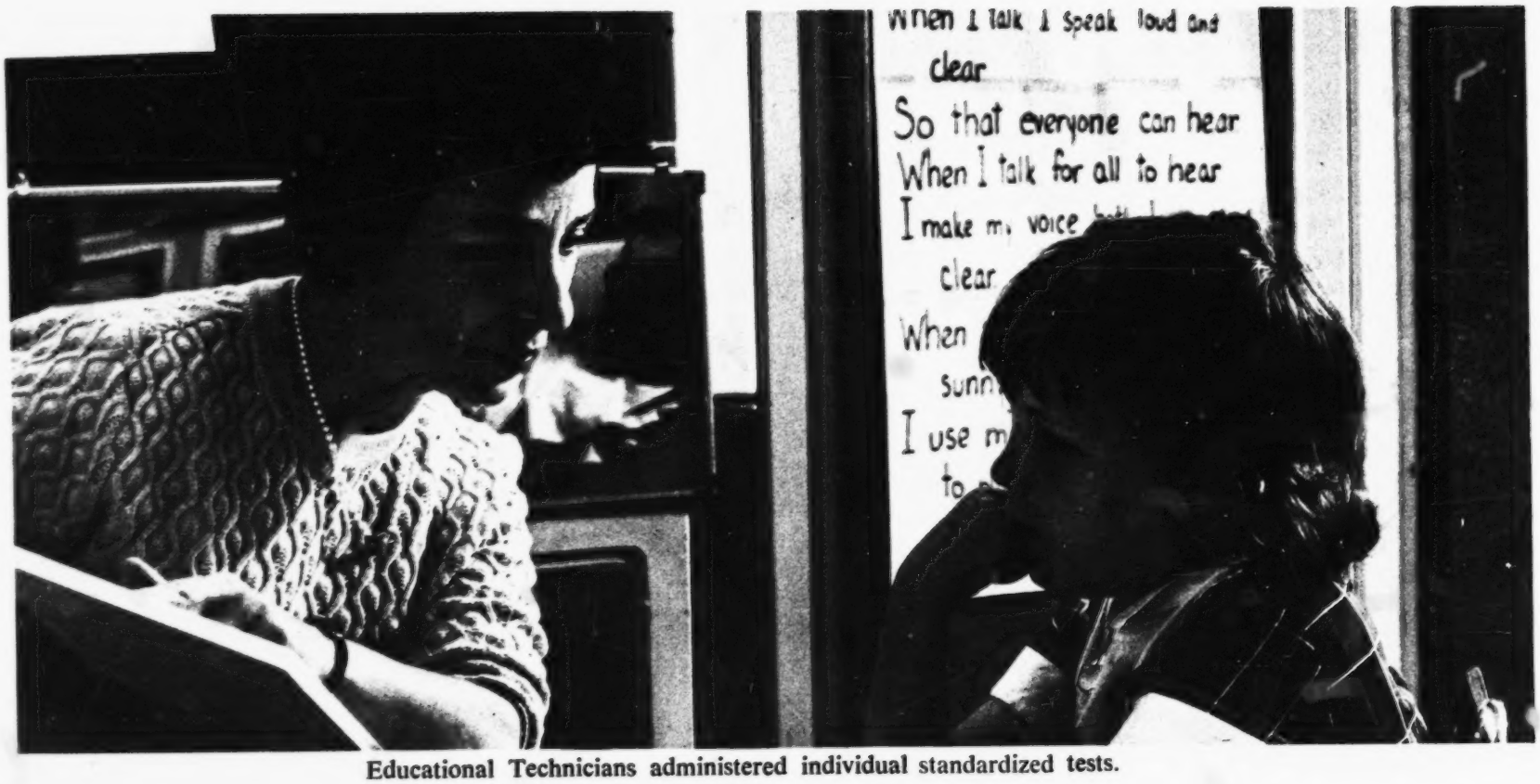
In order to fulfill the complicated operations, personnel, and flexibility requirements of a combined strategy of internal and external evaluation, three basic research sections were formed within the component: General Evaluation and Special Studies Sections and an Infant Evaluation Project.

Consultants in research, school psychology, nursing, social work, pediatrics, data analysis, and early childhood education were acquired on a full-time basis and provide continuous service to the Research Director and section heads.

36 Babies Followed

The Infant Evaluation Project is primarily a monitoring and data gathering longitudinal study covering the first 24 months of life of 36 culturally disadvantaged infants.

Infants are evaluated at one, two, three, six, nine, twelve, fifteen, eighteen, twenty-one, and twenty-four months of age using measures of mental, motor, and behavioral development in addition to a variety of anthro-



Educational Technicians administered individual standardized tests.

pometric measurements such as head circumference, height, weight, and stem length.

Evaluations held at the Pediatric Out-Patient Clinic of the Duke University Medical Center occur within five days of each monthly anniversary of the infant's birth. Longitudinal data are collected and interpreted in an effort to characterize the early developmental patterns of culturally disadvantaged infants so differences between disadvantaged and non-disadvantaged infants may be detected and taken into account in development of health and early educational intervention programs. (See Table 3.)

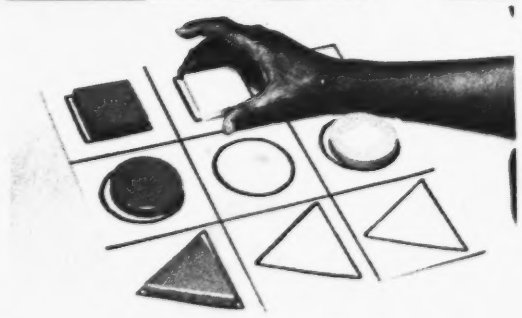
Ten infant evaluations will have been accomplished on each of the 36 infants over the first 24 months of their lives. These will be completed by the spring of 1968.

Housewives Trained

The General Evaluation Section consists of a chief research assistant for evaluation, a school psychologist, two full-time research assistants, and eleven "on call" educational technicians. The educational technicians are housewives who have been trained in the individual administration of standardized psychological and educational measurements and who have agreed to work 50 percent of an average week during the school year.

Evaluation activities are intense during fall and spring when a general evaluation of all EIP youngsters is accomplished. Individual assessments are made of each child's intelligence, social maturity, language age, motor develop-

A math study in the Demonstration School's ungraded primary included rewards to kindergarteners who mastered mathematical concepts.



During the study, children played matching games which aided recognition of geometric forms.

Research Technicians collected CASES data in EIP classrooms.

ment, educational readiness, and academic achievement.

Data are collected and posted on individual progress charts for each child, as well as punched on IBM cards and stored on tape at Duke University's computer center. Fall and spring evaluation activities pose a complex coordination and in-service training problem involving a range of skilled and semi-skilled personnel, use of a mobile laboratory, and continuous consultation of a data processing manager.

Data are used in a pre- and post-test method to measure gains along various dimensions from fall to spring of each program year, and to provide a pool of basic data from standardized measures from which special studies can be accomplished with expedience. In addition, these fall and spring evaluations result in individual psychological, psychiatric, pediatric, and educational referrals for consultation.

During the winter, educational technicians are assigned to individual special studies as research assistants or are involved in in-service training in preparation for the next evaluation. Staff of the General Evaluation Section is sharply reduced over the summer months and reactivated in the early fall.

Team of Ten Conducts Studies

The Special Studies Section is comprised of a chief research assistant, a research consultant, and eight full-time, highly-skilled research technicians assigned to one or a combination of on-going special studies according to

James J. Gallagher, Special Studies Consultant, reported on current projects at weekly research meetings.

priorities set by the research director.

These special studies generally fall into one or more of the four areas of EIP's research emphasis: characteristics of culturally disadvantaged children; individual case studies in behavior modification (Table 4); studies in curriculum development and classroom behavior analysis (Table 5); and study of EIP program impact.

A special studies review committee consisting of the research director, special studies consultant, data manager, chief research assistant, program director, and the EIP director review proposals for special studies originating with staff investigators or others in the community with sufficient research credentials.

Each special study proposal is reviewed from the standpoint of design quality, relevance to the four areas of research emphasis, and budget, space, and personnel requirements.

If accepted, the study is assigned the required number of research assistants, the necessary budget, and is phased into the special study program. During the second year, there was an average of twelve special studies occurring at any one time.

Each study has a principal investigator responsible for personnel, technicians, planning, acquisition of the data or information, analysis, reporting, publication, and communication of study results to Program and Information Components.

Data are routinely reported through the data manager, whose primary responsibility is for the development and maintenance of a data bank utilizing the Computer Center at Duke University. Studies requiring subjects outside the EIP system, either as experimental or control groups, are coordinated through the General Evaluation Section. Studies requiring simply the manipulation of data already in the data bank are subject to the same review and are coordinated with the data manager.

Responsibility for coordination of the three major sections and operations within and among them rests with the research director.

The Program Evaluation Review Technique (PERT) has been adapted for use within the Research and Evaluation Component of EIP to permit a higher level of organizational efficiency and research productivity. A maximum amount of quality research needs to be accomplished by the Special Study Section over the short five-year period during which we have access to the children. Application of systems and management techniques and close review of proposed special studies optimize both research quantity and quality.

The planning and sequencing of special studies with general evaluation and the longitudinal infant study also optimize the possibility of channeling interpreted data immediately into Program and Information Components. This avoids unnecessary delay in feeding back research findings into the program and teacher training effort.

CHARACTERISTICS OF EIP CHILDREN

EIP Population Preschool and Primary	(June, 1967)									
	N	Mean Age	Sex % M/F	Race % W/N	% Protestant	Mean Siblings	$\bar{x}$ Sister $\bar{x}$ Brother	$\bar{x}$ Ordinal Position	% Illegitimate
School A									
Nursery (3)	11	3.90	45/55	0/100	100	3	1.36/1.45	3	27
Nursery (4)	16	5.19	44/56	0/100	100	5	2.31/2.50	4	31
School B									
Nursery (2)	10	3.07	50/50	40/60	100	4	2.60/1.80	5	0
Kindergarten	12	6.06	58/42	42/58	100	4	2.17/2.00	4	8
School C									
Nursery (3)	12	4.15	50/50	0/100	100	4	1.67/2.17	4	8
Primary	25	7.13	44/56	0/100	100	5	2.21/6.36	4	4
Laboratory									
Kindergarten	14	5.97	57/43	57/43	100	3	1.85/8.43	3	0
Primary	29	7.19	55/45	83/17	83	3	1.55/1.41	3	0
INFANT	32	1.43	50/50	9/91	100	2	1.25/.94	3	0
YOUTH									
School 1	15	14.33	60/40	100/0	93	3	1.40/2.07	3	0
School 2	22	13.82	59/41	0/100	100	4	1.59/2.77	5	23
TOTAL	198	6.64	52/48	30/70	97	4	1.81/2.85	4	8

TABLE 1.

CHARACTERISTICS OF EIP FAMILIES

EIP Population Preschool and Primary	N	$\bar{x}$ AGE		$\bar{x}$ EDUCATION			$\bar{x}$ OCCUPATION		$\bar{x}$ JOB STABILITY								
		Mother	Father	Mother	Father	% Mother Working	Mother	Father	Mother	Father	$\bar{x}$ Number in House	$\bar{x}$ Income	% Primarily Mother Supported*	% Home Owners	$\bar{x}$ Home Condition	% Intact Families	% With Older Brothers
School A																	
Nursery (3)	11	30	35	11	11	91	6	6	1	1	6	3982	18	0	3.27	46	55
Nursery (4)	16	29	33	10	10	44	6	6	2	1	7	3375	31	6	3.25	94	56
School B																	
Nursery (2)	10	24	21	9	9	10	6	6	2	2	7	2958	0	0	2.90	90	80
Kindergarten	12	35	29	9	8	33	6	6	2	1	7	3194	8	0	2.33	58	58
School C																	
Nursery (3)	12	32	35	10	9	91	6	5	1	1	8	4573	0	50	2.75	83	75
Primary	25	33	38	9	9	78	6	5	1	1	8	4730	12	56	2.60	76	80
Laboratory																	
Kindergarten	14	30	37	9	7	75	5	5	2	2	6	4428	29	0	3.36	100	50
Primary	29	33	38	10	9	66	5	5	2	2	6	6252	35	3	2.59	90	59
INFANT	32	26	30	11	10	16	5	6	1	1	6	3526	0	13	3.34	100	53
YOUTH																	
School 1	15	40	42	9	8	40	6	5	1	2	5	3460	7	13	3.40	87	60
School 2	22	38	35	9	8	48	6	6	1	1	7	3510	5	18	3.18	59	46
TOTAL	198	32	34	10	9	54	6	6	1	1	6	4227	14	16	2.99	82	60

*50% OR MORE OF TOTAL FAMILY INCOME

TABLE 2.

MEAN BAYLEY DMQ DATA OF TWENTY-SIX INFANTS BY SEX AND AGE AT EVALUATION

	AGE AT EVALUATION			
	1 Month	2 Months	3 Months	6 Months
BOYS	117	121	113	108
(N)	(14)	(13)	(13)	(11)
GIRLS	117	115	113	104
(N)	(12)	(12)	(12)	(11)
BOYS AND GIRLS	117	118	113	106
(N)	(26)	25)	(25)	(22)

TABLE 3.

MEAN BAYLEY DIQ DATA OF TWENTY-SIX INFANTS BY SEX AND AGE AT EVALUATION

	AGE AT EVALUATION			
	1 Month	2 Months	3 Months	6 Months
BOYS	108	113	109	102
(N)	(14)	(13)	(13)	(11)
GIRLS	97	113	114	110
(N)	(12)	(12)	(12)	(11)
BOYS AND GIRLS	104	113	112	106
(N)	(26)	(25)	(25)	(22)

TABLE 3A.

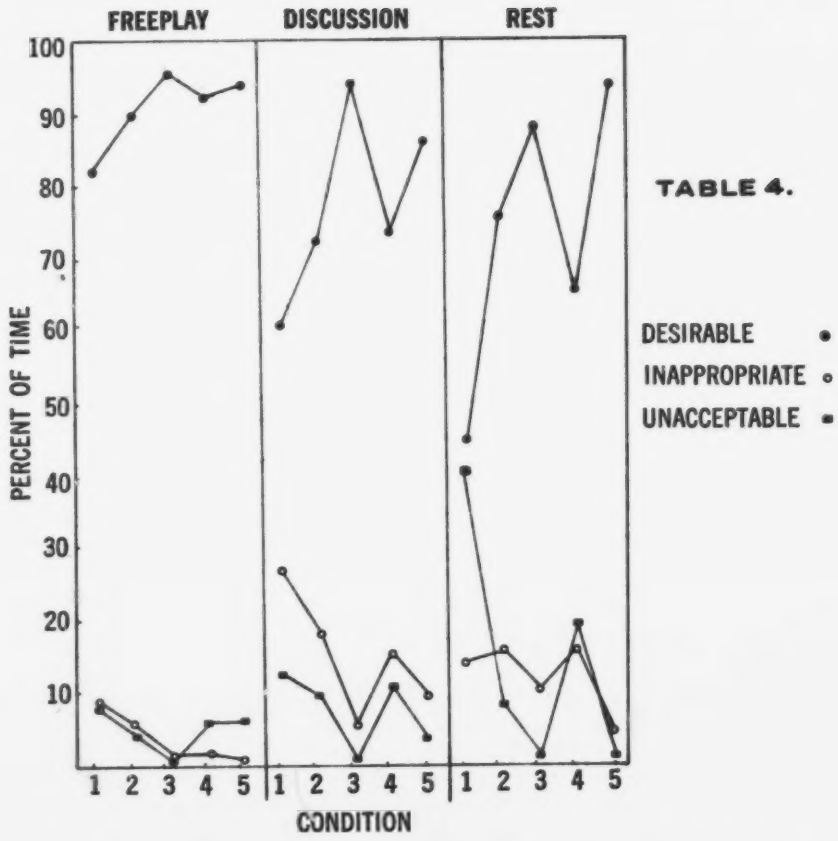
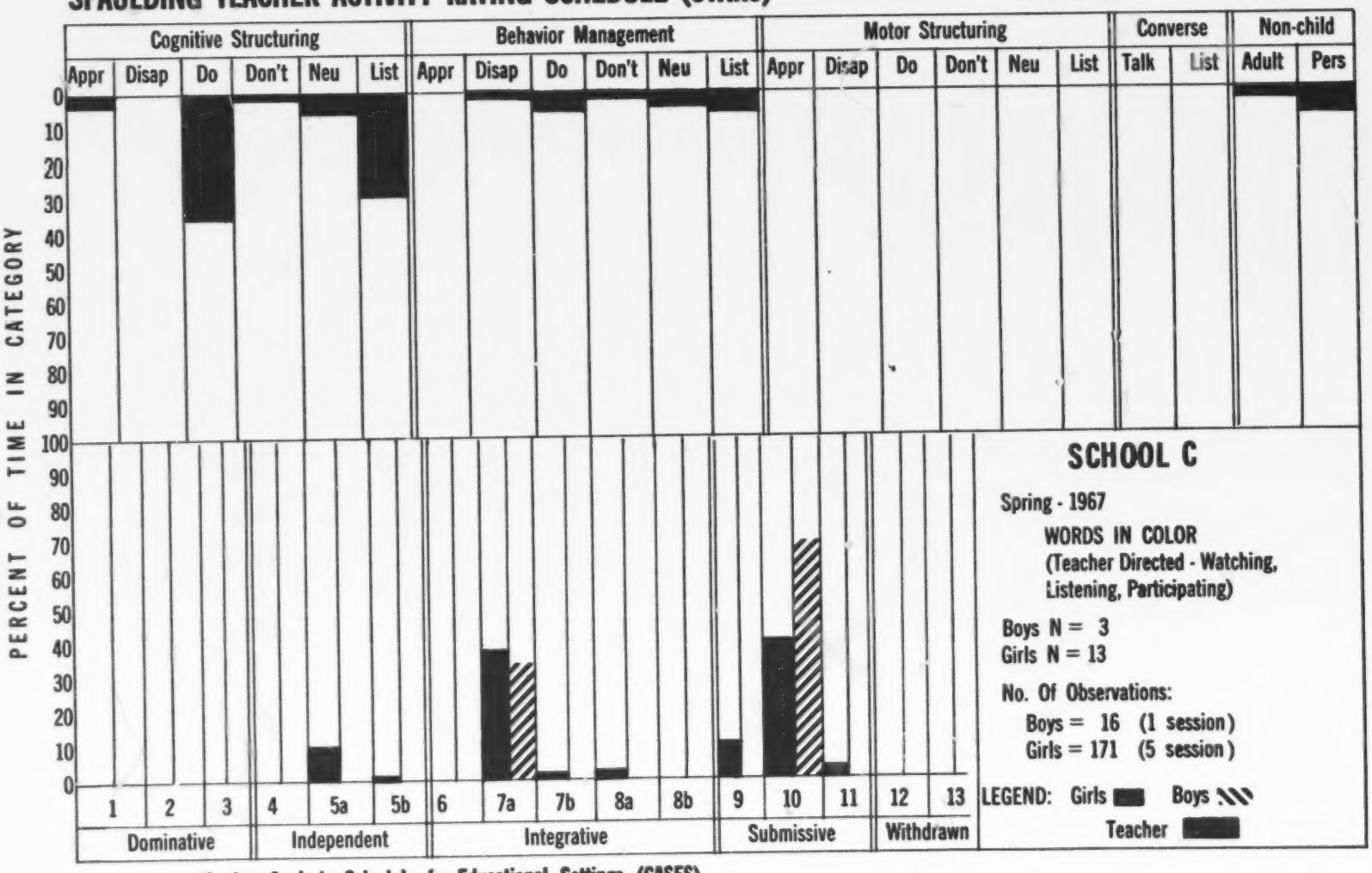


TABLE 4.

SPAULDING TEACHER ACTIVITY RATING SCHEDULE (STARS)

TABLE 5.



Coping Analysis Schedule for Educational Settings (CASES)

PERSPECTIVE

EIP Staff Contributions Varied

EIP's second year of operation was marked by increased staff interaction with the program's five sponsoring agencies: the Durham city and county school systems, Operation Breakthrough, Inc. (the local community action agency), North Carolina College, and Duke University.

Shared consultants and participation in EIP workshops added a new dimension to the in-service training programs of the public school systems.

During January, 1967, language consultant Georgia Cooper directed a two-day workshop for EIP teachers and public school personnel. Following the workshop, the EIP speech therapist and counterparts in the two school systems continued to meet monthly to coordinate programs and exchange ideas.

In early May personnel from the public school systems, private schools, and Operation Breakthrough attended a two-day kindergarten workshop directed by Mrs. Genevieve Bondurant of Palo Alto, California.

Dr. Charles Hurst of the Department of Communication Sciences at Howard University, Washington, D. C., met in mid-May with public school and Youth Program personnel for a one-day discussion of the language problems of the disadvantaged adolescent.

In addition, EIP brought Herman Breithaupt, foods consultant for Schoolcraft Community College, Livonia, Michigan, to Durham for two days of consultation with city school administrators seeking new directions in vocational education.

Supervisors from the Durham city and county schools travelled with a group of EIP teachers to Nashville, Tennessee, to observe reading methods used at the Nashville Education Improvement Project. Lew W. Hannen, Durham city schools' superintendent, and Charles H. Chewning, Sr., superintendent of county schools, accompanied EIP staff members to New Orleans for the spring meeting of the EIP Central Advisory Committee.

In an effort to increase communication among members of the school systems' administrative staffs and EIP personnel, several informal evening social gatherings were held.

Publications Prepared

The EIP Information Component provided consultation and technical assistance to the Durham County Schools in preparation of a teacher recruitment brochure, a published report to school district voters, and a Head Start Follow-Through proposal.

Relationships with the community action program were furthered during the summer of 1966 when EIP School Social Services Director, Mrs. Frederica Harrison, took a short leave to coordinate medical and social services for OBT's Head Start Program. EIP Program Director Nicholas Anastasiow serves as a member of the OBT Head Start Central Policy Advisory Committee. Firm commitment of EIP staff time for consultation and technical assistance was made to OBT to bolster that program's local matching funds. Dr. Donald Stedman, EIP research director, participated in an extensive evaluation of the 1965 Head Start Program. Finally, Howard Lee, EIP-Youth Program director, supervised EIP's Neighborhood Youth Corps participants who helped define new rules for non-professionals working in an educational setting.

Major contributions to Duke University's Department of Education were courses taught by Drs. Spaulding, Anastasiow, and Stedman, and Special Studies Consultant, Dr. James J. Gallagher.

Dr. Donald Stedman holds joint appointments as a lecturer in psychology and assistant professor of psychiatry at Duke University. He is chairman of the Mental Retardation Committee of the Department of Psychiatry and of the Child Development Research Committee of the Duke Medical Center. He is also a member of the Advisory Council named by the Duke University Vice President for Regional Affairs.

Mrs. Frederica Harrison and Mrs. Maurine LaBarre, research social worker, hold appointments in the Department of Psychiatry; Mrs. Harrison carries a case load there.

IMC Opened to Students

The EIP Instructional Materials Center was opened to Duke University education students, providing additional exposure to a wide range of innovative educational materials.

North Carolina College's Department of Education Chairman, Dr. F. George Shipman, initiated an invitational, monthly research seminar dealing with the problems of the disadvantaged. Co-sponsors of the seminar series are the Duke Department of Education and EIP.

Dr. Spaulding served as a resource person for the 1966 Summer Institute for the Teachers of Disadvantaged Youth, held on the North Carolina College campus, and Howard Lee was a visiting instructor in social psychology at NCC during the academic year.

At mid-year the EIP Information Component introduced a new monthly publication, *Educators in Action.* Direct-mailed into the homes of Durham's nearly 2,000 professional educators, *Action* serves as a communications link between public school, university, and demonstration program personnel sharing common concerns. It is a joint publication of EIP, the Regional Education Laboratory for the Carolinas and Virginia (RELCV), the Durham city and county schools, the Learning Institute of North Carolina (LINC), and the departments of education of North Carolina College and Duke University.

In addition to these interactions with EIP's sponsoring agencies, project personnel have served as consultants to the North Carolina Department of Public Instruction, LINC, RELCV, and the Comprehensive School Improvement Project (CSIP) . Finally, staffers have performed, and will continue to perform, in a wide variety of resource roles locally and throughout North Carolina.

A number of EIP staff members taught at area colleges and universities. Above: James J. Gallagher, Special Studies Consultant.

Dissemination of educational information was the subject of a February workshop at Quail Roost Conference Center. From left to right: Joan First, Information Director, Durham EIP; Susan Carson, Research Associate, Regional Education Laboratory for the Carolinas and Virginia; Robert Neil, Nashville Education Improvement Project; H. Kenneth Johnson, Community Relations Advisor, New Orleans Education Improvement Project; and Donald C. Agnew, Director, Education Improvement Project Central Office, Southern Association of Colleges and Schools.

Information Consultant, Arthur Rice, Jr., discussed communications techniques with Joan First, Information Director.

During the 1966-67 program year, Pat Jones, Orientation Assistant, guided 200 visitors through EIP facilities.

INFORMATION

Communication Is Meaning Transmitted

"Human society is founded on man's capacity to transmit his knowledge, desires, feelings and experience from person to person.

Communication—the transmitting of meaning between individuals—involves the sender of a message, the encoding of a message, the message itself, the channel through which the message travels, the decoding of a message, and the message's receiver. Dr. Arthur H. Rice, Jr.

The EIP Infomation Component is, by definition, a sender of messages.

As such, it subscribes to a theory of communication which places responsibility for the effective communication not only upon a well-prepared message — but also upon a careful analysis of potential audiences and a steady monitoring of available "feedback" concerning its own effectiveness.

A partial list of the Durham EIP's many "publics" includes the following: a nation-wide research audience; local and state educational communities; a change-oriented community composed of many other demonstration programs; an interested lay public including local PTA's and civic groups; and last, but not least, the poverty-enmeshed parents of most EIP students.

Audiences Identified

Specific information activities have been designed for these and other readily identifiable EIP audiences. For example, this narrative report and a comprehensive research report to be published later in the summer of 1967 represent a major output to research, demonstration, and educational audiences. So do professional journal articles.

Educators in Action, published monthly during the school year, is direct-mailed into the homes of professional public school personnel in the Durham area, as well as those of demonstration program staffers and relevant university faculty members. Reporting educational innovation and the availability of community resources, it brings educational news to the attention of the frequently isolated classroom teacher.

In support of the 1967 North Carolina United Forces for Education Program, the Information Component prepared and distributed, through the two school systems, several thousand copies of a fact sheet outlining North Carolina's educational needs and relevant legislation.

Dr. Arthur H. Rice, Jr., assistant executive secretary for information services of the Michigan Education Association, continued in a consultative relationship with the Information Component. He visited Durham twice during the past year, in February and again in June.

Information directors of the five Southern Ford EIPs, the Learning Institute of North Carolina (LINC), and

the Regional Education Laboratory for the Carolinas and Virginia (REL-CV) attended a one-day workshop led by Dr. Rice at Quail Roost Conference Center in mid-February. Ford Project information staffers met again in March, in Atlanta, to discuss publication of annual reports and other common dissemination problems. This group also met in October in Atlanta and in April in New Orleans in connection with meetings of the EIP Central Advisory Committee.

A portable exhibit, offering a capsule account of EIP activities in photos and copy, was placed at the North Carolina State Fair in Raleigh, at the annual meeting of the Southern Association of Colleges and Schools in Miami Beach, at Ford Foundation headquarters in New York, and in a number of local settings.

Information Assistant Bonnie Powell, who designed the EIP exhibit, served as a resource person on photographic exhibits at a public information workshop for community action agency directors sponsored by the N.C. Fund in February.

Mrs. Powell was also responsible for the development, in close cooperation with the EIP School Social Services Component, of a series of publications for EIP parents. Incorporated by EIP social workers into plans for parent education, these publications were distributed during home visits and at parent meetings. Each publication served a small audience, usually just the parents of children in a single EIP classroom.

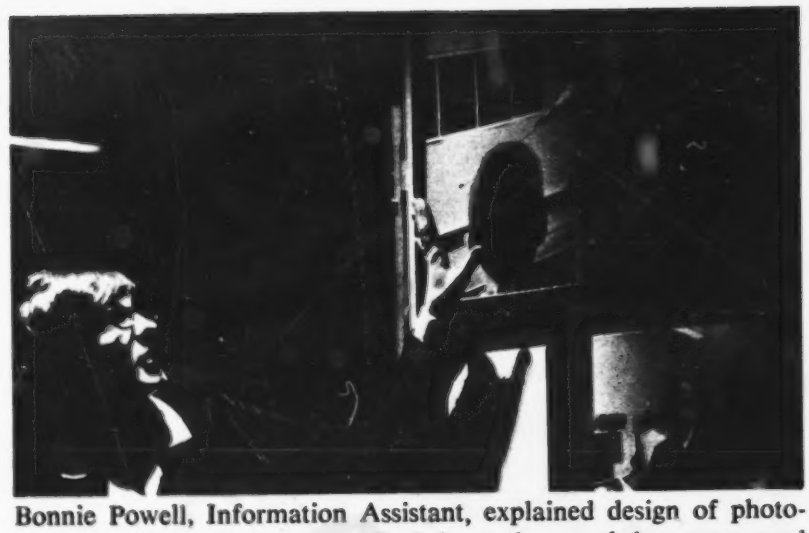
Child Art Sparks Pubs

Parents were encouraged to write poems, articles, and fiction for publication, and were surprisingly eager to do so. Staff written articles discussed child-rearing patterns and consumer and health education. Photographs and children's art helped to explain classroom activities. On several occasions taped conversations between a social worker and a mother were edited and published.

A synchronized tape-slide show describing the Durham EIP was completed during the fall of 1966 and has been used widely as the basis of presentations by EIP staff members to local PTAs and other civic groups.

Leasing of a table-top offset press, an IBM Selectric Composer, and use of a range of graphic arts materials have made it increasingly possible for preparation of small offset publications to be handled completely within the Information Component. Related technical services have been made available to EIP's sponsoring agencies, particularly the two public school systems.

In January, 1967, a list of descriptive and research publications was distributed to all persons included on EIP's master mailing list. Since that time, approximately



Bonnie Powell, Information Assistant, explained design of photographic exhibits during a public information workshop sponsored by the North Carolina Fund.

1,400 publications have been mailed in response to requests.

Maintenance of clear internal channels of communications remains a major information goal. Activities in this area include publication of a light, monthly newsletter, *The EIPcress File,* and a monthly calendar of events.

Orientation Assistant Mrs. Patricia Jones is responsible for scheduling visitors. Mrs. Jones accepts requests to visit the Program, provides tours with on-the-spot orientation, and makes appointments for visitors with key EIP personnel. As a courtesy, she makes hotel and restaurant reservations for EIP guests.

In addition to preparing tailored agendas which bring visitors into contact with project areas and personnel relevant to their interests, Mrs. Jones provides each EIP guest with a packet of informative materials about the program, on-going research, and its place in the Durham educational community.

200 Tour Program

Nearly 200 visitors toured EIP facilities between October 1, 1966 and June 1, 1967. Many more requests were tabled until school re-opens in the fall, due to scheduling difficulties.

EIP teachers and research personnel frequently join visitors for lunch and talk sessions. Such meetings give visitors an opportunity to probe below the project's surface and bring EIP personnel into a range of stimulating discussion of program goals and techniques.

Information staff consists of a director, an information assistant, an orientation assistant, a staff writer, a secretary, and a Neighborhood Youth Corps recruit.

During the coming school year, the Information Component will assume additional responsibility for systematic documentation of EIP's impact.

PERSONNEL

Program Year II Sees Staff Expansion

DIRECTOR
Robert Spaulding

EDUCATIONAL SEQUENCE

PROGRAM DIRECTOR
Nicholas Anastasiow

PROGRAM ASSOCIATE
K. Z. Chavis

NURSERY TEACHERS
Page Hysong
Sandra Pilgrim

PRESCHOOL TEACHERS
Martha Abbott
Joan Cox
Martha Campbell
Aloha Peyton
Jean Rooks
Diane Turner

UNGRADED PRIMARY TEACHERS
Alma Bennett
Barbara Cooper
Louisa Douglass
Cora Peaks
Marilyn Rothbard

TEACHER AIDES
Blonnie Brown
Julia Dawson
Carey Gilmore
Lonnie Hatley
Mae Jones
Lula Taborn

PROGRAM SPECIALISTS
Harriet Shenkman, Reading
Patricia Barton, Mathematics
Jeffrey Bayer, Art
Jane Taylor, Speech and Hearing
James Hamlett, Audio-Visual
R. Kent Stewart, Audio-Visual Technician
David Friedlein, Tool Technician

SCHOOL SOCIAL SERVICES

DIRECTOR
Frederica Harrison

SOCIAL WORKERS
Eleanor Crocker
Judy Lewis
Paula Wallach

COORDINATOR OF MEDICAL SERVICES
Edna Watkins

EIP-YOUTH PROGRAM

DIRECTOR
Howard Lee

HOMEMAKER-COUNSELOR
Nancy Bowens

TEACHER-COUNSELOR
Sally Poland

RECREATION ASSISTANT
Richard Campbell

RESEARCH AND EVALUATION

DIRECTOR
Donald Stedman

SPECIAL STUDIES CONSULTANT
James Gallagher

RESEARCH SOCIAL WORKER
Maurine LaBarre

SCHOOL PSYCHOLOGIST
Miriam Clifford

PSYCHOMETRIST
Anne Spitznagel

DATA MANAGER
Theodore Buschman

RESEARCH TRAINING FELLOW
Sally Sibley

RESEARCH TECHNICIANS
Henrietta Brandt
Adrian Cato
Betty Cooper
Ellen Elsas
Anne Funderburk
Patricia Gaines
Rebecca Gordon
Jean Hoppe
Teresa Leonhardt
Mary Menge
Clyde Penny
Bonnie Rothman

INFANT PROJECT EVALUATORS
Patricia Jones
Barbara Kerton
Tempa Pickard
Lorette Powell
Judy Simpson

EDUCATIONAL TECHNICIANS
Mildred Artley
Martha Fairbank
Rita Kaufman
Helen Lewis
Elizabeth Nelson
Elizabeth Steel
Margaret Wampler
Constance Watts

INFORMATION

DIRECTOR
Joan First

INFORMATION ASSISTANT
Bonnie Powell

ORIENTATION ASSISTANT
Patricia Jones

STAFF WRITER
Arthur Groenberg

ADMINSTRATIVE AND CLERICAL

ADMINSTRATIVE ASSISTANT
Mary Fendt

OPERATIONS ASSISTANT
William Freitag

ADMINISTRATIVE SECRETARY
Dolores Clement

SECRETARIES
Woody Hagan
Laura Henderson
Frances Hope
Charlie Howell
Katrine Little
Sue Meadows
Martha Wenzel
Louise Swanson
Patsy Whitaker

CLERK-TYPISTS
Kathleen Ashley
Sara Schepp
Geneva Suter
Katherine Thompson
Margaret Waller

RECEPTIONIST
Ethel Mae Kale

FOREMAN
Kelly Utley

LIGHT EQUIPMENT OPERATORS
David Ellison
Herbert Laemmle

JANITOR
Andrew Greene

CONSULTANTS

Twenty-Two Specialists Observe and Advise

Georgia Cooper, Language and Curriculum Specialist, Contra Costa County Schools (California), conducted a language arts workshop for EIP and public school teachers.

RESEARCH
Dr. John Burchard
University of North Carolina

Dr. Rue Cromwell
Vanderbilt University

Dr. Marilyn Erikson
University of North Carolina

Mr. James Fortune, Sr.
Duke University Medical Center

Mr. Jackson Glasgow
WTVD-TV, Durham

Dr. Robert Hale
Duke University

Mr. John Herrin
WTVD-TV, Durham

Dr. William Hollister
University of North Carolina

Mrs. Susan Stolte
Duke University

Dr. Patricia Waller
University of North Carolina

TRAINING
Mrs. Genevieve Bondurant
Palo Alto Unified Schools

Mrs. Georgia Cooper
Contra Costa County Schools
California

Mr. James McDowell
Long View School
Davis, California

Mrs. Betty Wilson Price
Formerly Stanford University
Nursery School

Dr. Tom Price
University of North Carolina

Mr. Robert Young
Roemer-Young Associates
New York

EARLY CHILDHOOD
Mrs. Mary Frasier
Operation Breakthrough, Inc.

SOCIAL SERVICES
Dr. Maeda Galinsky
University of North Carolina

SPEECH EVALUATION
Mrs. Ruedi Gingrass
Duke University

ADMINISTRATION
Mr. Marion Ham
M. A. Ham Associates, Durham

YOUTH PROGRAM
Dr. Charles Hurst
Howard University

INFORMATION
Dr. Arthur Rice, Jr.
Michigan Education Association

A PROJECT OF THE
FORD FOUNDATION

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